

What's Standard About Infants and Toddlers?

The Hazards and Rewards of Appropriate
Development Frameworks for Children 0-3.

www.ccsso.org/ECEAstandards





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Participants will:

1. Take a look at what states are currently doing in the development of learning guidelines/development frameworks for infants and toddlers.
2. Consider intended and unintended consequences of including infants and toddlers in the "standards movement."
3. Discuss the implications and strategies for development, content, "alignment", and implementation of emerging 0-3 standards.



What's Different About Infants and Toddlers?



The Impetus toward Standard-based Re(form)ation



What are Early Learning Guidelines?

- Documents that describe what children should know and do in different areas of development and learning.






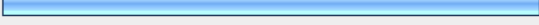
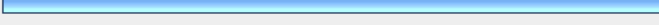
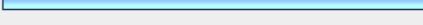

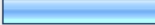
NATIONAL CONTEXT

- Standards-based education has become a driver in education systems
- Additional research on children's learning
- 2002 Good Start Grow Smart initiative
- 2006 all states had developed preschool/pre-K early learning standards
- 2002 4 states had documents that outlined expectations for infants and toddlers



2005 ECEA SCASS SURVEY

For which age groups were the standards developed? (Check all that apply.)

	Response Percent	Response Count
Birth to 1 	31.8%	14
1-year-olds 	31.8%	14
2-year-olds 	27.3%	12
3-year-olds 	77.3%	34
4-year-olds 	95.5%	42
5-year-olds 	61.4%	27
 view Other (please specify) 	22.7%	10
answered question		44
skipped question		1



States with Infant-Toddler Early Learning Guidelines as of June 2007 (22 states)

- Alaska
- Arkansas
- Delaware
- Florida
- Georgia
- Iowa
- Illinois
- Indiana
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Michigan
- Minnesota
- Nebraska
- New Hampshire
- Ohio
- Oregon
- Pennsylvania
- Tennessee
- Washington



States with Infant-Toddler Early Learning Guidelines In Process

- California
- Connecticut
- North Carolina
- North Dakota
- Others?????



States Have Different Approaches

- Ages covered
 - 0 – 3 years and 3 – 5 years
 - 0 – 5 years
- Age breakdowns
- Domains
- How academic content reflected



What do Infant/Toddler Guidelines Look Like?



Infant Examples

- Engages in adult-child interactions
- Explores the environment and retains information
- The baby may demonstrate enjoyment through facial/body movements to songs and music
- Show they enjoy physically active play by repeating actions (kick, wave arms, roll over)



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Toddler Examples

- Engages in adult-child interactions
- Explores the environment and retains information
- Recite simple phrases from familiar stories, songs, and rhymes
- Anticipate and ask for outdoor play



Potential Benefits of 0-3 Early Learning Guidelines

- The process can be beneficial
 - Process brings together the early childhood community to focus on *children*
 - Provides a shared understanding of expectations for children
- ELG's can help improve program quality
 - Provide a basis for professional development
 - “Even out” expectations for what children will learn
 - Help programs gauge whether they are successful
 - Provide a tool for working with parents



Potential Benefits Beyond Early Childhood Field

- ELG’s can improve our education system
 - Bring continuity to what young children are learning across age/grade levels

- ELG’s can have benefits outside the field
 - Demonstrate how the infant-toddler period is foundational and is qualitatively different
 - Help bring a greater degree of professionalism to the field



Intended and Unintended Consequences



The Zero to Three Advisory Panel on ELGs for Infants and Toddlers



Points to Consider



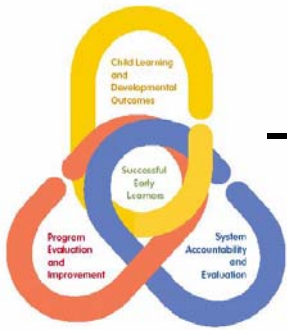
Developing ELG's

- Broad-based stakeholder group
- Time and resources needed for the development process
- Stakeholder input
- Pilot process



Getting the Content Right

- Special considerations related to ELG's for Infants and Toddlers
 - The nature of development at this age
 - The “unevenness” of research that’s available
 - The importance of relationships
 - The role of families and cultural identity
 - How to reflect children with disabilities and children whose home language is not English
 - How the document will fit within “the system”



Alignment with Standards for Older Children

- Infant-toddler period is qualitatively different from older age periods
- Alignment considerations
 - Domains
 - Themes vs. one-to-one correspondence
 - Important pre-cursors may relate to several areas of learning and development at later years



IMPLEMENTATION

- Considerations while developing
 - Infants and toddlers in variety of settings
 - Skills and expertise of the caregivers often low
- Plans for implementation
 - Use the ELG's as a starting point for lots of outreach efforts



Where is YOUR state on the “map” of ELGs for Infants and Toddlers?

What is YOUR interest in ELGs for Infants and Toddlers?

What are YOUR needs relative for guidance from the Panel?



Resources

Keys to High Quality Child Care for Babies and toddlers: Early Learning Guidelines (National Infant Toddler Child Care Initiative)

Zero To Three guidance paper (*in process*)

Infant-toddler early learning guidelines content analysis (*in process*)

www.ccsso.org/ECEAstandards

www.ccsso.org/ECEAglossary

www.ccsso.org/ECEAssessment

National Academy of Sciences – Study on Developmental Outcomes and Assessments:

<http://www8.nationalacademies.org/cp/projectview.aspx?key=487>

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